



**الذكاء العاطفي وعلاقته بالأحكام الأخلاقية لدى الطلبة الموهوبين
في مدارس الملك عبدالله الثاني للتميز بالأردن**

**Emotional Intelligence and its Relationship with Moral
Judgments among Gifted Students in the Schools of King
Abdullah II for Excellence in Jordan**

إعداد

بندر جابر سليطين السلمي

إشراف الدكتورة

عريب أبو عميرة

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2015/ 7 /29

2015 / 7 / 29 :

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التوقيع

أعضاء لجنة المناقشة



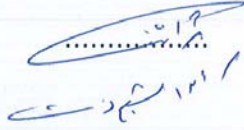
د. عريب علي عبدالفتاح ابوعميره ، رئيساً
أستاذ مساعد ، الإرشاد والصحة النفسية



د. يعقوب فريد يعقوب الفرخ ، عضواً
أستاذ مشارك ، التربية الخاصة



د. زيد سليمان محمد العدوان ، عضواً
أستاذ مشارك ، المناهج وأساليب التدريس



د. رائد موسى علي الشيخ ذيب ، عضواً
أستاذ مساعد ، التربية الخاصة ، الجامعة الأردنية

تعهد وإقرار

أنا الطالب بندر جابر سليطين السلمي الموقع أدناه أقر بان جميع المعلومات الواردة في رسالة الماجستير بعنوان الذكاء العاطفي وعلاقته بالأحكام الأخلاقية لدى الطلبة الموهوبين في مدارس الملك عبدالله الثاني للتميز بالأردن بإشراف د. عريب ابوعميرة من إنتاجي الشخصي خلال دراستي في جامعة البلقاء التطبيقية وأتحمل كافة المسؤوليات المترتبة على ذلك في حال ثبوت عكس ذلك. كما أفوض الجامعة حق تصوير الرسالة كلياً أو جزئياً وذلك لغايات البحث العلمي والتبادل مع المؤسسات التعليمية والبحثية و الجامعات .

الاسم : بندر جابر سليطين

التوقيع :

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قائمة المحتويات

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64 :
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78 :
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90 :
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99
101
164

قائمة الجداول

64		1
65		2
72		3
73		4
75		5
77		6
79		7
80		8
81		9
82		10
83		11
84		12
86	(Person Correlation)	13
87	(Z)	14
89	(Z)	15

قائمة الملاحق

116	(Rest)	1
128	(Rest)	2
129	(Rest)	3
130		4
135		5
136		6
140		7



(454)

(Rest)

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الفصل الأول

مشكلة الدراسة وأهميتها

(Goleman, 1995).

(Goleman)

.(2000)

(Goleman)

.(2009)

.(2000)

(Piaget)

.(2001)

.(1995)

(Bandura)

(Kohlberg)

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. (Goleman,2000) .

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.(Rest,1980)

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الفصل الثاني

الأطار النظري و الدراسات السابقة

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(1983) (Gardner)

Multiple)

(Intelligences

(Intrapersonal) :

.(Interpersonal)

.(2007)

(1890)

" (Socrats)

(Thorndike)

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(2003)

(2003)

(Greenspan)

(Mayer & Salove, 1990)

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(Davies, 2000)

- (1988)

(Emotional Quotient) : (EQ)

(Goleman & Cherniss, 2000)

(Mayer & Salovey) (1990)

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(1997)

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Salovey &) "

.(Stuyter, 1997, 6

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(Bar- On, 1997, 22)

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" : (Goleman, 1998, 36)

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.(2003)

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(Mayer & Salovey)

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Mayer & Salovey,)

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(Bar-on, 1997) -

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(Goleman) -

(Goleman, 2000)

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.(Sawanson, 2009)

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.(Green, 1981 2002)

" (Piaget)

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.(Deci, 1989)

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: (Rassano, 2008)

.(2008)

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: (Kohlberg, 1976)

: (Rest, 1980)

Hardy, Walker, Olesen,)

.(Jonthan & Basinger, 2011

(Smith & Smith, 2007)

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(Narvaez & Vaydich, 2008)

(Rest, 1986)

(Rest, 1986)

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:(Heteronomous Morality)

-1

:(Autonomous Morality)

-2

(1973)

(1983)

(Kohlberg)

(Harvard)

(1958)

(Chicago)

(Gill & Magee, 1998)

" (Kohlberg,1969,P350) –

(58)

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(16- 10)

. (Damon,1999)

(Kohlberge,1976)

. (1990 2002)

: (Kohlberg)

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. (1989)

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.(Sprint Hall & Sharon,1994)

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(Rest, 1985)

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Bebeau 1998 ; Rest,)

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(Narvaez)

(Volker)

(Thoma)

(Bebau)

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Malim & Birch 1998;)

.(Bebeau, 1998

.(Berk, 1991)

(Rest)

(1983 Rest, 1985; Berk, 1991) :

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(Wieczer Kowski & Prado, 1991: 45) "

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(Klark, 1992: 72)

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(Talnted) (Webster, 1979)

:2005) (Laeekok)

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" (53 :2004)

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(Kirk, 1979) .(2013)

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(2011)

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(Nasir & Masrur, 2010)

(132)

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(332) (504)

(2007)

(400)

(Al- Ahmadi, 2007)

(126)

(2006)

(420)

(2005)

(300)

(Zeidner, Shani, Inbai & Gerlad, 2005)

(125)

(183)

(Chan, 2005)

(212)

(Loyed, 2004)

(239)

(2004)

(147)

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(Sivanathan & Fekken, 2002)

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(Sutrarso, 1996)

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(DIT)

(Lindon & Drugalis, 2009)

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(765)

(DIT)

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(645)

(Nugent & Arlene, 2003)

(115)

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(Sutrarso, 1996)

(2005)

(Stottlemyer, 2002)

(Sonnenschein, 2002)

Lopes,)

(2004)

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(Salovey & Straus, 2003)

(2009)

Zeidner, Shani,) (2006)

(Inbai & Gerlad, 2005

(2002)

(Nugnent & Arlene, 2003)

(Lifton, 2013)

(Sivanathan & Fekken, 2002)

(Douglas, Frink & Ferris, 2004)

الفصل الثالث

الطريقة والإجراءات

(10)

(2270)

2013 -2012

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(1)

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657	307	350	
328	140	188	
471	214	257	
355	151	204	
233	87	146	
226	110	116	
2270	1009	1261	

(%20)

2013 -2012

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(2)

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(2)

133	63	70	
65	29	36	
94	41	53	
70	30	40	
46	18	28	
46	23	23	
454	204	250	

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(P-Score)

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(P-Score)

(M) (A)

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(3)

0.52	0.60	23	0.39	0.48	1
0.35	0.40	24	0.46	0.58	2
0.45	0.47	25	0.40	0.63	3
0.48	0.75	26	0.48	0.78	4
0.56	0.59	27	0.41	0.63	5
0.48	0.75	28	0.42	0.58	6
0.48	0.75	29	0.39	0.48	7
0.47	0.53	30	0.42	0.58	8
0.49	0.54	31	0.42	0.47	9
0.43	0.47	32	0.48	0.78	10
0.48	0.75	33	0.41	0.63	11
0.48	0.75	34	0.42	0.58	12
0.37	0.42	35	0.47	0.47	13
0.42	0.49	36	0.49	0.55	14
0.33	0.40	37	0.48	0.78	15
0.35	0.36	38	0.54	0.58	16
0.36	0.52	39	0.33	0.42	17
0.48	0.75	40	0.48	0.78	18
0.33	0.40	41	0.49	0.50	19
0.33	0.40	42	0.42	0.49	20
0.42	0.47	43	0.48	0.78	21
0.48	0.75	44	0.56	0.63	22

(3)

(0.78 -0.36)

.(0.75 -0.33)

(0.25)

(44)

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(4)

0.85	0.82	0.80	0.85	0.67		
0.83	0.68	0.73	0.81			
0.81	0.82	0.83				
0.79	0.78					
0.84						

(4)

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.(0.85 - 0.79)

(6)

(Test- Retest)

(50)

(0.87)

.(0.84)

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()	()	
0.90	0.84	
0.82	0.91	
0.81	0.89	
0.83	0.84	
0.88	0.86	
0.84	0.87	

(5)

.(0.81)

.(0.90)

(0.91)

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.(0.84)

(44)

(✓)

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(1 2 3 4 5)

(44 43 42 41 39 38 (33-1)

(40 37 36 35 34)

(220) (44)

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الفصل الرابع

عرض النتائج

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.(6)

(6)

0.63	3.01	1	4
0.68	3.03	2	3
0.69	2.96	3	5
0.58	3.11	4	2
0.52	3.22	5	1
0.45	3.07		

(6)

(3.22-2.96)

(3.22)

" "

(3.11)

(3.03)

(3.01)

(3.07)

(2.96)

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(7)

(7)

1.04	3.85	9	1
1.01	3.66	1	2
1.13	3.54	8	3
1.40	3.49	2	4
1.33	2.81	7	5
1.33	2.70	6	6
1.55	2.62	4	7
1.51	2.39	5	8
1.34	2.03	3	9
0.63	3.01		

(7)

(3.85-2.03)

" (9)

(3.85) "

" " (3)

(2.03)

. (3.01)

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(8)

(8)

1.16	3.88	.	2	1
1.23	3.69		3	2
1.28	3.63	.	1	3
1.09	3.41	.	4	4
1.39	3.13	.	8	5
1.41	2.82	.	6	6
1.42	2.55	.	9	7
1.28	2.16	.	5	8
1.43	1.98	.	7	9
0.68	3.03			

(8)

(3.88-1.98)

(3.88) " " (2)

" (7)

(1.98) "

(3.03)

:

(9)

(9)

1.15	3.25		5	1
1.19	3.24		7	2
1.31	3.08		3	3
1.05	3.07		6	4
1.32	3.06		4	5
1.36	2.76		2	6
1.52	2.28		1	7
0.69	2.96			

(9)

(5) (3.25-2.28)

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(3.25)

(2.28)

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(2.96)

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(11)

(10)

1.09	4.15		7	1
1.21	3.64		4	2
1.14	3.57		5	3
1.28	3.05		2	4
1.08	3.01		1	5
1.29	2.89		9	6
1.22	2.60		6	7
1.24	2.56		8	8
1.42	2.50		3	9
0.58	3.11			

(10)

(4.15-2.50)

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(3.11)

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0.75	4.64	6	1
1.06	4.11	7	2
1.19	3.69	3	3
1.25	3.52	5	4
1.27	3.21	1	5
1.45	3.15	8	6
1.30	2.74	10	7
1.19	2.57	2	8
1.31	2.30	9	9
1.39	2.29	4	10
0.52	3.22		

(11)

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(4.64-2.29)

"

(4.64)

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%					
0	0	0	0		
0	0	0	0		
83.26	378	18.50	84		
		64.76	294		
16.74	76	15.86	72		
		0.88	4		
100	454	100	454		

(12)

(84)

(294) (%18.50)

(%64.76)

(378)

()

(%83.26)

(72)

(4) (%15.86)

(%16.74)

(76)

(%16.74)

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Pearson)

(Correlation

.(13)

(Pearson Correlation)**(13)**

0.19 0.00*		
0.02 0.68		
0.10 0.03*		
0.03 0.64		
0.24 0.00*		
0.15 0.00*		

.(0.05= α)

*

(13)

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. (0.24 0.10 0.19)

()

(0.03 0.02)

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(Z)

$$z = \frac{z_1 - z_2}{\sqrt{\left(\frac{1}{n_1 - 3}\right) + \left(\frac{1}{n_2 - 3}\right)}}$$

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(Z) :Z₁

(Z) :Z₂

:n₁

:n₂

(z)

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(Z)

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() z						z				
				-1.01		0.11	250	0.11		
						0.21	204	0.21		

1.97 = Z *

(14)

(0.05 = α)

(Z)

(Z)

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(Z)

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$$3. z = \frac{z_1 - z_2}{\sqrt{\left(\frac{1}{n_1 - 3}\right) + \left(\frac{1}{n_2 - 3}\right)}}$$

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(Z) :Z1 .4

(Z) :Z2 .5

:n1 .6

:n2 .7

(z)

(15)

(Z)

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() z						z				
0.11-	1.36-	0.33	0.07-	0.90-		0.11	133	0.11		
0.60	0.50-	1.08	0.79			0.25	65	0.25		
0.05-	1.24-	0.37				0.12	94	0.12		
0.36-	1.48-					0.06	70	0.06		
1.02						0.35	46	0.34		
						0.13	46	0.13		

1.97= Z *

(15)

(0.05 = α)

(Z)

(Z)

الفصل الخامس

مناقشة النتائج والتوصيات

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(Sivanathan & Fekken,

(2002

(2007)

(2011)

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(Sutrarso, 1996)

(Lopes, Salovey & Straus, 2003)

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(Chan, 2005)

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(Lindon & Drugalis,

(2009

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(Sivanathan & Fekken,

(2002

(Lopes, Salovey & Straus, 2003)

(Douglas, Frink &

(Ferris, 2004

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Recommendations

Based on the results of the study the researcher recommends the following:

- The need to include the curriculum with topics are related to the development of emotional intelligence and skills.
- implying the Extracurricular activities with activities and events to develop the skills of emotional intelligence among student.
- Provide educational programs that enable students to possess the skills of dialogue and discussion, and adjust emotions, and control it, and directing it in the right direction, thus contributing to the development of the skills of emotional intelligence and its acquisition which enhances the level of emotional intelligence in various fields.
- Provide educational seminars and courses and educational addresses ethical issues and engage students in discussion and measure their effectiveness in raising students' moral judgments.
- Working on the development of ethical standards linked to provisions in accordance with the Arab environment in the light of the scarcity of Arab standards in this aspect.
- undertake further studies on emotional intelligence and its relationship with other variables and their role in this aspect of school such as administration, guidance and school counseling, and family factors, and personal to students in order to detect the impact and role in the emotional intelligence of the student.

Conclusions

First: the results related to the first question, "What is the level of emotional intelligence for gifted students in the schools of the King Abdullah II Award for Excellence in Jordan?"

The results showed that the level of emotional intelligence for gifted students in the schools of the King Abdullah II Award for Excellence in Jordan came moderately on the tool as a whole and to all fields.

this result comes compatible with the characteristics of this age in which they live requested stages of adolescence at all levels in the light of the inclusion of the study sample the various stages of adolescence and given the level of emotional intelligence enjoyed by talented students, it was not up to the desired level, especially that this group of students has characteristics distinguish them from other categories of other students.

And therefore can be attributed this finding to the effect of a number of variables that may affect the level of emotional intelligence, particularly the family factors, especially those granted by the family of opportunities for their children to take responsibility and the necessary guidance and necessary in this aspect, both those associated with the social aspect or educational that have a significant impact on the achievement of high levels of emotional intelligence.

The researcher believes that the complementary role of the family is the responsibility of the school in this area and that by guiding and educating students through the educational process, especially those associated with the management of emotions and direct them and the ability to understand the various environmental variables surrounding them which leads to increase awareness among students and the ability to achieve a better level in emotional Intelligence.

this result also can be linked and interpreted within the characteristics of the age group that characterizes students, especially as they go through a stage of adolescence at all levels, as these stages differentiate effected in the behavior of students in various fields, particularly associated with emotions and feelings toward others, add to that what characterizes these stages from the dash, and the inability to control their emotions and behaviors, which may interfere with each other to affect directly or indirectly in the level of emotional intelligence among students.

Based on what has been taken about the interpretation of this result . researcher believes that students achieve an average level of emotional intelligence did not live up to the required level of this group of students, which requires attention and care to develop this side of the students and give further guidance and disclosure of factors affecting this side in order to develop students' ability to achieve higher levels of emotional intelligence in accordance with the characteristics of gifted students.

Second: discussing the results for the second question, "What level of moral judgments for gifted students in the schools of the King Abdullah II Award for Excellence in Jordan?"

The results showed that the level of moral judgments for gifted students in the schools of King Abdullah II Award for Excellence, Jordan came in second level of the levels of moral judgments This level represents the third and fourth stages of moral development (stick to convention and law).

We Can explain this result, which refers to the adherence of the sample custom and law, which is the second level of the levels of moral judgments and therefore stuck students with laws and regulations and existing norms derived from religious teachings and the Islamic faith which is compatibility with the norms that govern the behaviors of members of the community gives an indication of the respect for the students of the

religious teachings ordered to respect the laws and compliance with regulations and instructions that emphasize the rights and duties to each member of the community in addition to adhering laws and texts that urges to obey the rulers, as well as compatibility with the group and cope with the power and the law which is based on respect for authority through adherence to the content of what comes out of their Rules and laws.

It also can be attributed this result in the light of that characterise by the Jordanian society of cohesion of family and social forcing sons to uphold the standards and social values, maintaining and working substance through cooperation and love, in addition to adhering to the rules that govern society and not to depart from it because it serves as the base accepted from society and therefore the study sample expressed agreement in line with the majority and with the social traditions of moral trial consistent with the consensus of the group, which represents social harmony.

In the opinion of the researcher, and within the interpretation of this result with the point of view Rust at this stage that the individual tends to balance between its interests and the interests of others, which indicates that the study sample work within the standards and values of the society and abide by these standards do not serve the individual without the other, but serve all members society in terms of rights and duties that must be committed and get them each individual.

Thus, the students' access to this level of moral judgments gives a clear indication of the awareness of the study sample represented students talented as this awareness has emerged through the occurrence of the majority of the members of the study sample at this level of moral judgments.

This may be a result of many efforts made by various parties responsible for the upbringing and education of the students, particularly the family in its various directives in addition to the role played by the school and other social institutions. In terms of guiding and educating students about the ethical values and commitment to them and not to go out on the instructions and regulations governing the behaviors of different members of the community.

Third, discussing the results relating to the third question, "Is there a correlation between the statistically significant level of emotional intelligence and the level of moral judgments for gifted students in the schools of the King Abdullah II Award for Excellence in Jordan?"

The results showed the existence of a correlation statistically significant differences between the level of emotional intelligence as a whole, And the level of moral judgments for gifted students in the schools of the King Abdullah II Award for Excellence in Jordan, as results showed a correlation statistically significant differences between areas (defined emotional, empathy, communication), and the level of moral judgments for gifted students in the schools of the King Abdullah II Award for Excellence, and the areas of (regulation of emotions, managing emotions), their association with the moral judgments was positive, but not statistically significant.

We can explain this results in light of the relationship default linking different areas of the personal with the individual and therefore the various components of personal interfere with each other to affect each of which is influenced by the other and on the basis that the relationship between the level of emotional intelligence and moral judgments is a positive relationship as indicated by the results study and therefore the level of emotional intelligence and contribute directly to guide the behavior of the

individual in connection with the issuance of moral judgments about situations that faced during his lifetime.

Thus, the impact of emotional intelligence protrudes through the fields that are related to the issuance of moral judgments, and can be attributed this result by demonstrating the nature of this relationship, which appear through the ability of individuals who possess a level of emotional intelligence in control of their thoughts and feelings and actions and control of these feelings and thoughts and seizure it, especially with regard to sentencing and neutralize these feelings and resort to logic and reason, and therefore the role of emotional intelligence contributes to the set of feelings and ideas and directing the right direction in the case of moral judgment and the placement of these provisions in accordance with the standards and regulations and values without the intervention of the feelings and sensations in these provisions.

On the other side it should be noted that the level of emotional intelligence may be linked to the ability to act in moral stances different as the sense of the individual that has the ability to directing his emotions and control his thoughts and feelings is one of the most important major features to adapt to social and psychological. When the individual perceives that he has the ability to adjust the behavior it become more capable of dealing with the situations that face so the possession of the individual to the level of emotional intelligence affects his way of thinking and behavior that made him the higher the power and control of the individual is more likely to behave in a better way, especially those associated with the issuance of moral judgments.

With regard to the areas of emotional intelligence, which results indicated the presence of correlation positive between these areas and moral judgments can interpret this result on the basis of the role of these areas and their influence on moral judgments have working knowledge of

emotional empathy and communication to increase the control of the individual emotions and direction and guide it to the correct way in deal with situations in addition to the face of emotions when making any decision and at the same time, the empathy contributes to the individual's ability to listen to the problems and understand the attitudes doubt more accurate and awareness, and that communication works to control emotions, particularly anger and that the individual is realistic and logically towards dealing with the attitudes add to that it contributes to show feelings towards positions according to the requirements of these positions away from the emotions and therefore these characteristics and enjoyed by the individual's ability in these areas will have a significant impact and direct in moral judgment toward the positions facing the individual and require him to make a judgment for them.

Fourth: The discussion of the results relating to the fourth question: "Is there a correlation between the level of emotional intelligence and the level of moral judgments for gifted students in the schools of the King Abdullah II Award for Excellence in Jordan due to the variable sex?"

The results showed no difference in statistically significant correlation between the level of emotional intelligence, and the level of moral judgments is due to the different variable sex.

We can explain this result in light of the relationship governing this variable, so the possession of the student to the level of emotional intelligence and the ability to employ this intelligence, especially associated with him provisions ethical, the effect of sex may not have a role in that in the case of possession of a student to command and control and defined his emotions it will not change the provisions issued by either the male or female.

Fifth: The discussion of the results relating to the fifth question: Is there a correlation between the level of emotional intelligence and the level of moral judgments for gifted students in the schools of the King Abdullah II Award for Excellence in Jordan due to the variable classroom?

The results showed no difference in statistically significant correlation between the level of emotional intelligence and the level of moral judgments is due to the different variable classroom.

We Can interpreted this result in the light of the link classroom at the age range of the student and therefore up to the student of conviction in his abilities and potential that are connected to control his feelings and thoughts, it will adhere to and which is directed his behaviors, and therefore they will not be affected at the age range which is located by the student. The researcher believes that this result indicates the extent and strength of the association between emotional intelligence and moral judgments and that this relationship may not be affected by some variables can affect other aspects.

The researcher finds within the interpretation of this result which is particularly associated with members of the study sample and what distinguishes them from the characteristics and attributes, they are talented students in this age that their convictions are not affected or do not change ,Add to that what is characterized by the students at this stage of the insistence on their attitudes and it is not easy to modify or change their convictions to a variety of situations, and therefore, what they own from the characteristics and attributes at this stage controls the orientation which makes the nature of the relationship between the characteristics a strong relationship may not be affected by some variables, but it may be for these variables impact on other aspects.



Abstract

Emotional Intelligence and its Relationship with Moral Judgments among Gifted Students in the Schools of King Abdullah II for Excellence in Jordan

Preparation:

Bander jaber Sulaitian Al- Solmi

Supervision:

Dr. Oraib Abu Amira

Assistant Professor

This study aimed to reveal the level of emotional intelligence and its relationship with moral judgment among gifted students in the schools of king Abdullah II a ward for excellence in Jordan. The sample of the study consisted from (454) male and female students, were distributors on the schools of king Abdullah II A ward for excellence in governorates, Irbed, Al- Zarqa'a and Al-Saltt. To achieve the objectives of the study and collecting of the date, the researcher used Rest test for moral judgments, and emotional intelligence scale.

The results of the study showed that the level of emotional intelligence among the talented students in the school of king Abdullah II a wars for excellence in Jordan, came with a moderate degree, and the results showed that the level of moral judgment among the talented students was second level (the adhere to the custom and law), and the results indicated there was correlation relationship between level of emotional intelligence, and level of moral judgment among the talented students, and there were

statistically significant differences between in correlation relationship between level of emotional intelligence and level of moral judgment, due to gender and classroom.

Based on the findings of the study results, the researcher recommends necessity inclusion curriculum associated with the emotional intelligence, and its skills, especially, associated with extracurricular and collective activities.

Keywords: Emotional intelligence, moral judgment, talented students.